

THE PECULIARITIES OF FORMATION OF STUDENT TEACHERS' PEDAGOGICAL COMPETENCE

Urnėžienė E.

Lithuanian University of Educational Sciences, Lithuania

Abstract

Pedagogical competence of a contemporary teacher and its continuous improvement is the key factor determining teacher's professional development and high quality professional activity. Pedagogical competence of teacher students is formed and further developed not only during educational studies but also while conducting teaching practice. Since the quality of education is directly related with teacher pedagogical competence, it is necessary to emphasize formation of student teacher pedagogical competence. The article focuses on formation of student teachers' professional competence during teaching practice. On the basis of experiential model, the pedagogical competence is analyzed through the students' own experience. Written expression of opinion was used as an instrument surveying the personal experience. The respondents reflecting on their own experience were able to better perceive their own pedagogical competence and its formation during pedagogical practice.

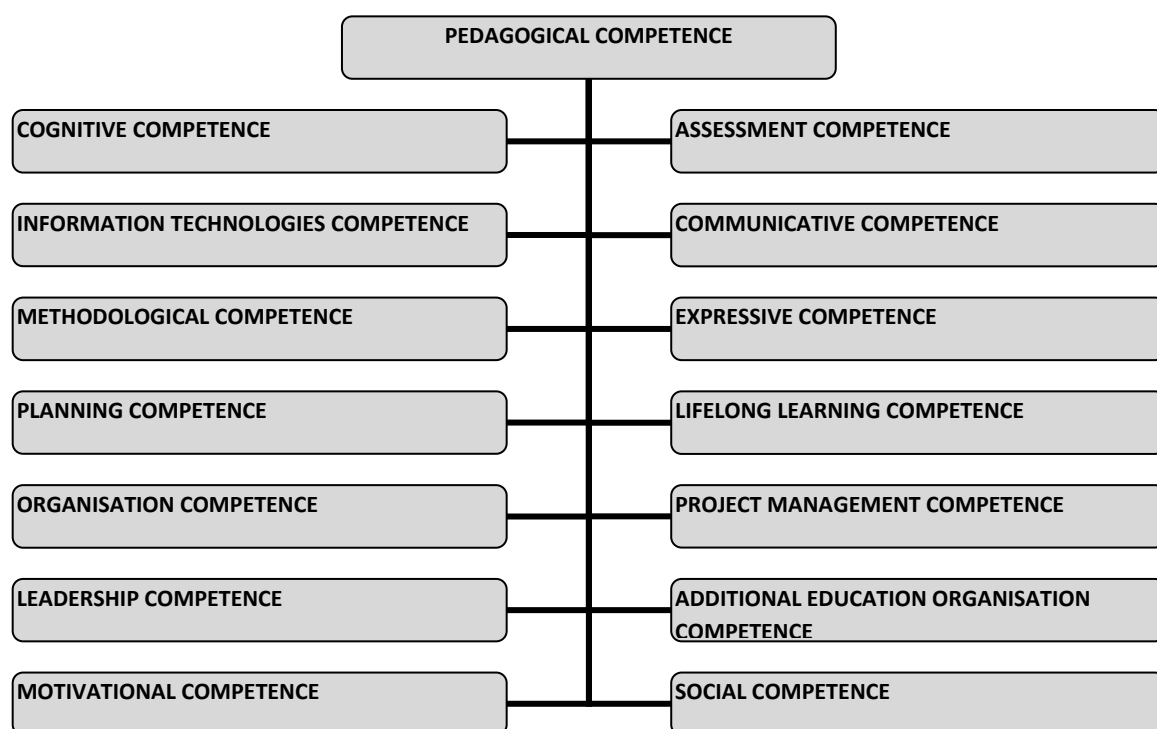
KEYWORDS: student teacher, pedagogical competence, competences.

Introduction

Modern society is characterized by political, social, economic and organizational changes, development of information technologies as well as globalization. This inevitably conditions emergent innovations in various fields including that of education.

The key EU documents (White Paper on Education and Training. Teaching and Learning. Towards the Learning Society, 1995; A Memorandum on Lifelong Learning, 2000; Green Paper on Teacher Education in Europe. High Quality Teacher Education for High Quality Education and Training, 2000; European Trends in Anticipation of Teacher Training Needs, 2000; Towards a knowledge-based Europe. The European Union and the information society, 2002; Education & Training 2010. The Success of the Lisbon Strategy Hinges on Urgent Reforms, 2004; Key Competences for Lifelong Learning – A European Reference Framework, 2004; Common European Principles for Teacher Competences and Qualifications, 2010; Europe 2020: A strategy for smart, sustainable and inclusive growth) regulating education underline development of information society, lifelong learning paradigm, an ability to orientate in the context of changes, development of distant education, dissemination of latest research results, knowledge and others. Developing technologies, changes in working methods and new processes in production demand of a contemporary individual abilities to flexibly and independently act in various professional spheres.

Contemporary education faces such challenges as globalization, information explosion, rapid change and stratification of the society, which emphasize one of the main objectives of education: to assist an individual and society in answering the essential contemporary challenges and in extensively employing the opening new opportunities (Grigas, 1995; Fullan, 1998; Želvys, 1998; Hargreaves, 1999). Thus, accession to knowledge age, where lifelong learning has become a necessity, a new leading paradigm of learning and application of European dimensions in education determine topicality and relevance of teacher professional competence development. An educator is a personality involved in the process of educating the young generation for life. Namely, the pedagogical competence of a teacher conditions not only learners' achievements but also emerging changes in the society (Ozmon, Craver, 1996). Hence, rapid changes in modern evolving society *challenge teachers and their professional competence*. The mission of education is to provide an individual with basis for mature independent life and to assist him/her in lifelong development of own skills and abilities (Valstybinė švietimo strategija 2013-2022). Since the quality of education is directly related with teacher pedagogical competence, it is necessary to emphasize formation of student teacher pedagogical competence.



Picture 1. Structure of teacher pedagogical competence

The concept of competence is defined as an ability to practically apply certain competences. Pedagogical competence of a teacher (Pic. 1), which embraces such competences as cognitive, information technologies, methodological, motivational, planning, organizational, leadership, assessment, communicative, expressive, lifelong development, project management, social as well as that of additional education organization, and lifelong development of teacher pedagogical competence are key factors determining quality of education.

Pedagogical competence of teacher students is formed and further developed not only during educational studies but also while conducting *teaching practice*. As underlined in the Regulation of Teacher Training (Pedagogų rengimo reglamentas, 2012), the process of studies, integral parts of the study programme and teaching practice are objectively oriented to development of teacher practical professional competence. In this way, the teaching practice serves as a basis for formation and further development of student teacher pedagogical competence. Therefore, it is particularly important to study formation of student pedagogical competence during teaching practice.

The goal of the research: to investigate formation of student teacher pedagogical competence during the teaching practice.

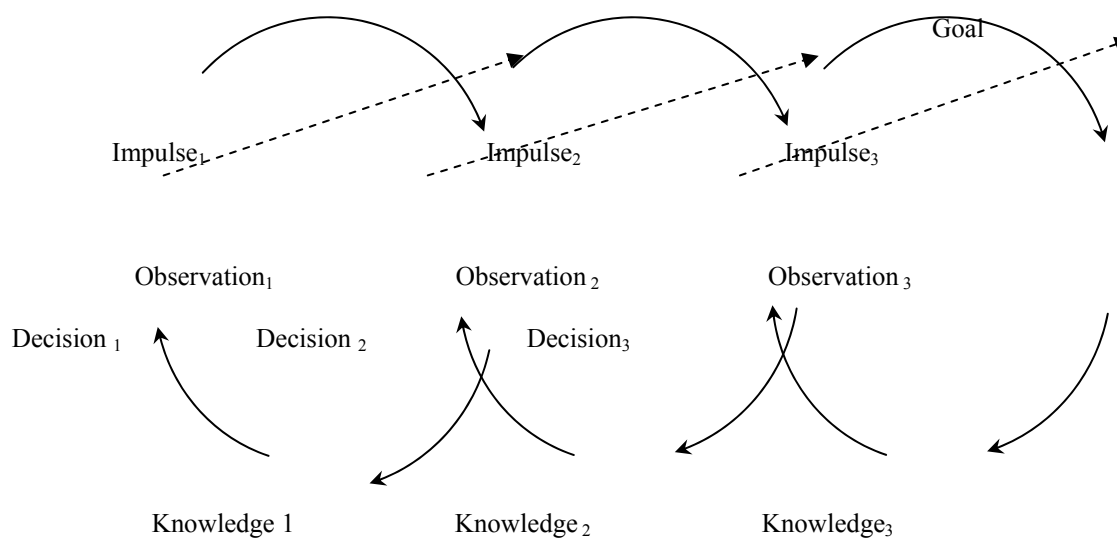
The object of the research: pedagogical competence of student teachers.

The methods of the research: 1) analysis of scientific literature, 2) research in personal experience, 4) statistical analysis of research data.

The methods of the research. The sample of the research includes 123 students-future teachers (students of Lithuanian University of Educational Sciences).

The method of research in personal experience focuses on identification of teacher trainees' attitude to formation of pedagogical competence during their teaching practice. The research in personal experience allowed for identification of future teachers' perception of own pedagogical competence at different phases of their teaching practice. Students were surveyed during different years: in 2005 58 respondents were researched, whereas in 2013 – 65 respondents. In 2005 only one teaching practice was conducted during pedagogical studies, therefore pedagogical competence of student teachers was investigated in three stages: after observation of education process, organization of pedagogical activity (trial lessons) and after assessment (valid lessons). In 2013 three teaching practices were conducted during pedagogical – teacher assistant's practice, pedagogical practice under mentor's guidance, independent pedagogical practice, therefore student teachers' pedagogical competence was investigated at their different teaching practices.

The research in personal experience is based on J. Dewey's model of experiential learning (Kolb, 1984). It discusses all the concerned experiential aspects. As it can be seen from Picture 2, impulses of experience during observation, having employed knowledge, stimulate decision making, which consequently prompts emergence of new impulses on the basis of which new decisions are made. The cycles repeat until the set goal is achieved. The scheme presented in the picture reflects this process.



Picture 2. J. Dewey's model of experiential model (Kolb, 1984)

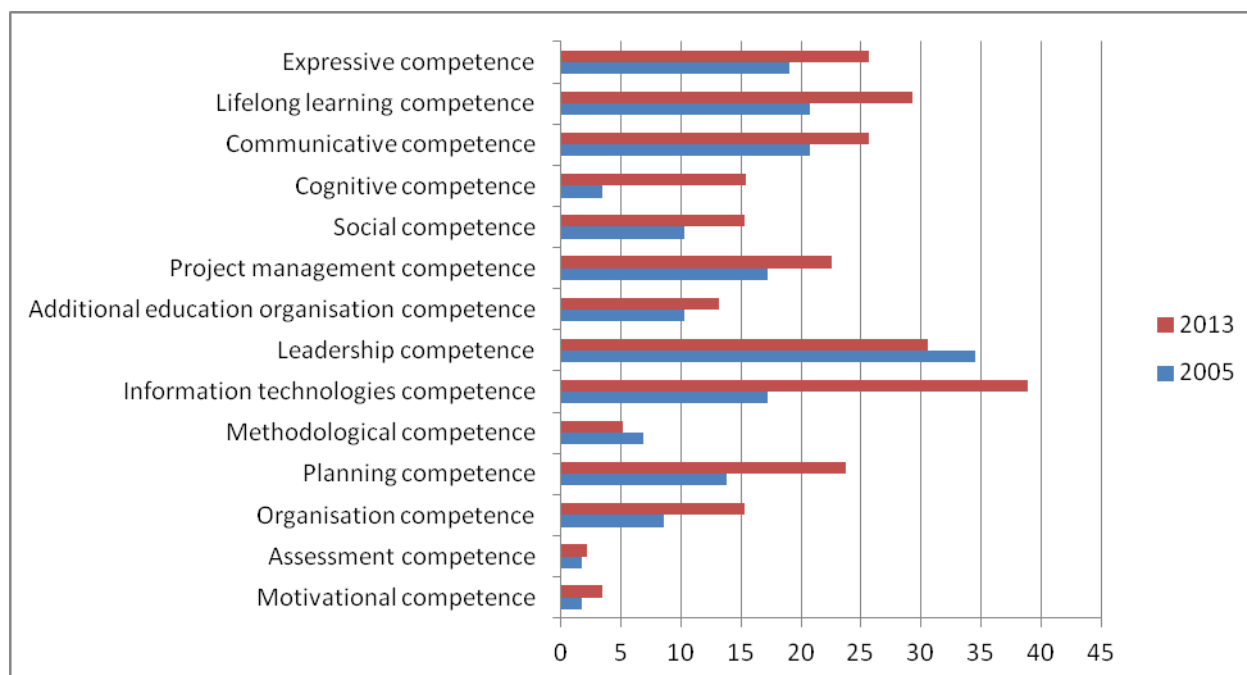
On the basis of experiential model, the pedagogical competence is analyzed through the students' own experience. The respondents reflecting on their own experience were able to better perceive their own pedagogical competence and its formation during pedagogical practice. The research in personal experience is substantiated by profound understanding of individual behavior through prompted revelation of own experience. Written expression of opinion was used as an instrument surveying the personal experience. The respondents were asked to evaluate the experienced pedagogical competence through identification of their own pedagogical competence at different phases of teaching practice.

The results of the research

Pedagogical competence of student teachers is formed and further developed not only during pedagogical studies but also conducting their *teaching practice*. Teaching practice plays an important role in future teacher training because students are exposed to real educational activity. Therefore, the research in personal experience aimed at identifying students' attitude to formation of pedagogical competence during teaching practice. According to the data of the research carried out by the order of the Ministry of Education and Science (Quality of Training Teachers in Higher Education Institutions in Lithuania and Possibilities for Their Employment, 2002), more than nine tenths of the students referred to lack of a number of practical skills. Namely during the teaching practice, future teachers become active participants in the educational process for the first time. It is the time when they are encouraged to penetrate into the process of education developing their pedagogical competence, evoking their need for pedagogical self-development and testing their aptitude for pedagogical work.

The analysis of the data acquired during the research in personal experience revealed (Pic. 3), that after the first stage of their teaching practice (observation of education process) in 2005, the students ranked leadership (34.5%), communicative (20.7%) and lifelong learning (20.7%) competences highest, whereas cognitive (3.4%), assessment (1.7%) and motivational (1.7%) competences received lowest evaluation. Consequently, during pedagogical studies the students developed competence of communication, leadership and lifelong learning best and failed to gain cognitive and methodological competences. In 2013 after the first stage of teaching practice – of teacher assistant's practice – the respondents ranked information technologies (38.9%), leadership (30.6%) and lifelong learning (29.3%)

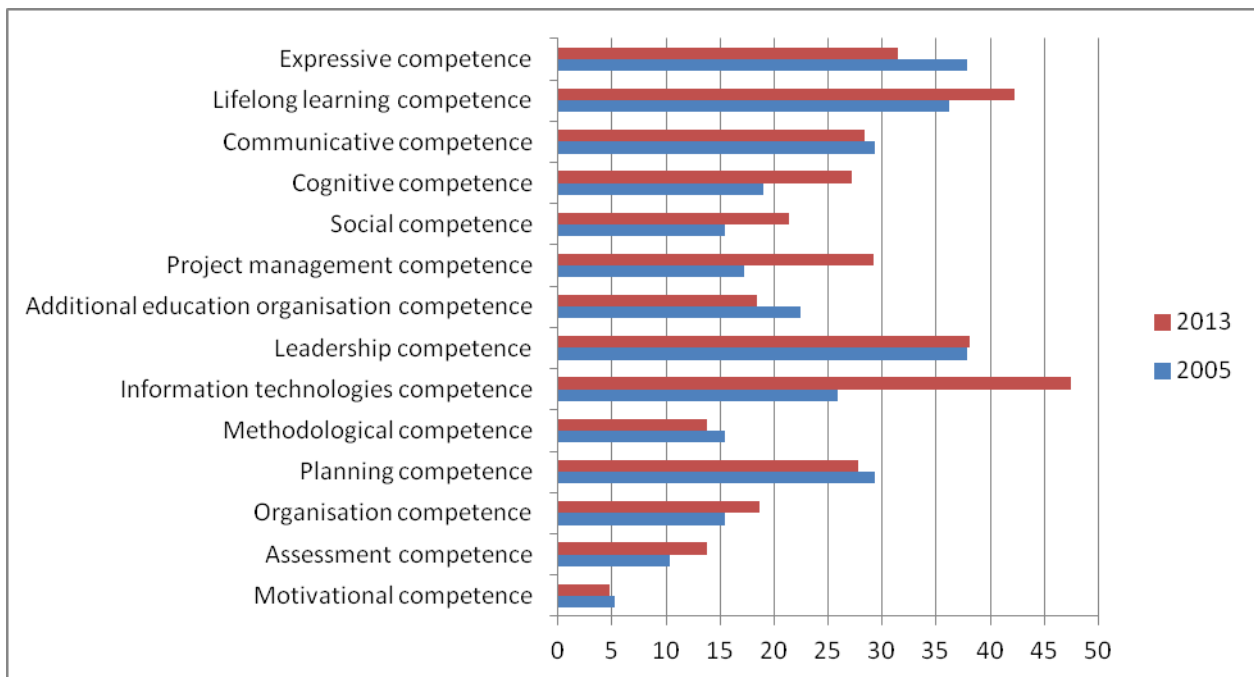
competences highest. After the assistant's practice the future teachers evaluated motivational (3.4 %), assessment (2.2%) and methodological (5.2%) competences lowest. It is obvious, that during teacher assistant's practice the student need not only to observe but also to assist, so student teachers evaluated the experienced pedagogical competence through identification of their own pedagogical competence.



Picture 3. Student pedagogical competence at the first stage of their teaching practice (%)

More than half of the respondents in different year stated that teacher's job requires pedagogical vocation. In their opinion, hard work is needed to achieve such level. In 2005, when asked about their own well-being, more than one fifth (22.4%) of the students emphasized lack of self-confidence and one tenth (12.1%) referred to fear of public speaking. Although lower percentage of students indicated the lack of self-confidence (18%) and fear of public speaking (10.8%) in 2013, but that shows, organization of teacher training needs methods that would create favorable conditions for a future teacher to test herself or himself at the maximum during pedagogical studies strengthening future specialists' confidence in own pedagogical abilities.

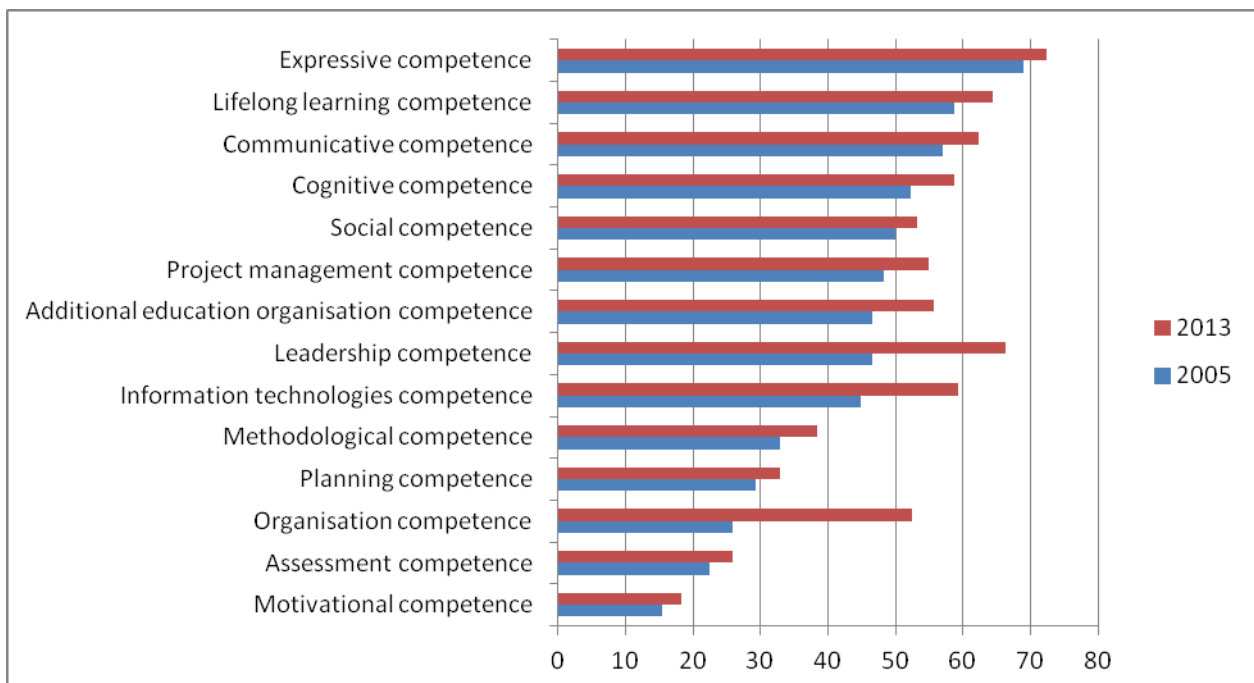
After the second phase of teaching practice (trial lessons) (Pic. 4) all the students emphasized insufficient level of their practical skills and experience (63.4%). The majority of the respondents (85.6%) agreed that high pedagogical competence requires constant development. The research results revealed that in 2005 after the trial lessons the students evaluated their pedagogical competence higher. The most favorably evaluated pedagogical competence retained their positions: expressive (37.9%), leadership (37.9%) and lifelong learning (36.2%); however, the higher percentage of the respondents ranked them in the middle. Motivational (39.7%) and assessment (34.5%) competences were evaluated lowest. In 2013 the students ranked information technologies (47.5%), leadership (38.1%) and lifelong learning (42.2%) competences highest, whereas methodological (13.8%) and motivational (4.8%) competences received lowest evaluation.



Picture 4. Student pedagogical competence at the second stage of their teaching practice (%)

A considerable number of future teachers in the research pointed out that after trial lessons, when they were conducted lessons themselves and when they were provided with a possibility to realize themselves as teachers, their self-confidence increased. It is obvious, that during pedagogical studies the student need assignments that would connect contact studies with pedagogical activity at school.

The analysis of the research results showed that *after the third phase* of valid lessons (Pic. 5), all the pedagogical competences improved received more favorable evaluations compared to the data acquired during the previous phases in different years.



Picture 5. Student pedagogical competence at the third stage of their teaching practice (%)

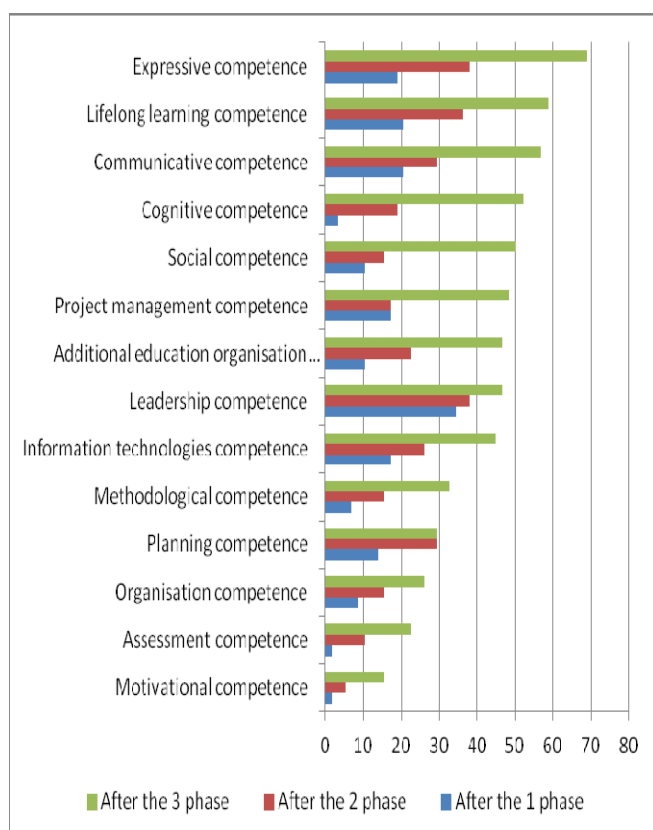
The results of the survey revealed an uneven increase in students' pedagogical competence: some competences were evaluated more favorably, whereas others received lower evaluation. In 2005 the respondents ranked expressive (69.0%), lifelong learning (58.4%), communicative (56.9%) and cognitive (55.2%) competences highest. Motivational (15.5%), assessment (22.4%) and organization (25.9%)

competences were evaluated lowest. In 2013 the students ranked expressive (72.4%), lifelong learning (64.3%) and leadership (66.3%) competences highest, whereas motivational (18.3%), assessment (25.8%) and planning (32.9%) competences received lowest evaluation. It is important to point out that the most significant rise was observed in the rating of the importance of students' cognitive competence: in the beginning of the teaching practice it was seen as least essential, whereas at the end of it this competence was perceived as one of the most relevant components of pedagogical competence. Thus, students are provided with a real possibility to cognise school learners, to become aware of the whole teaching process as well as to better learn themselves during the teaching practice.

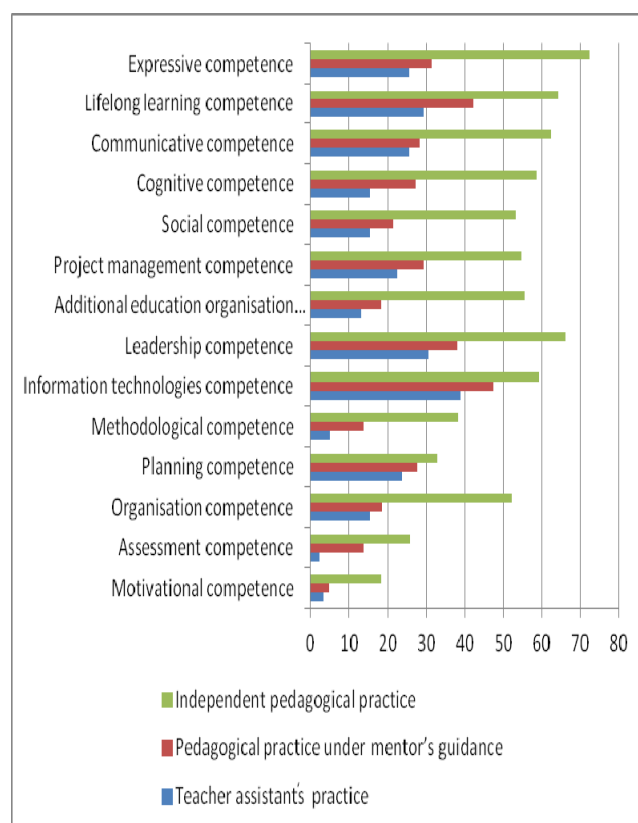
As it can be seen from the research, student teachers lack managerial competence in particular and contemporary society emphasizes teacher managerial competence consisting of such components as planning, organization, leadership and assessment competences. However, according to the majority of the respondents the most important components of teacher pedagogical competence include organization of pedagogical activity, leadership, assessment and lifelong learning. Consequently, the students perceive the importance of teacher managerial competence. Insufficient level of this competence among the student teachers manifests that they need more experience mastering managerial competence and therefore consideration of this fact is extremely significant as early as their pedagogical studies.

According to the results of the research, correlation is observed among separate components of pedagogical competence as well as at separate phases of the teaching practice. It can be concluded that improvement of separate components of the pedagogical competence conditions a positive effect on the total pedagogical competence.

The analysis of the research results showed that students' pedagogical competence is higher in different stages in 2013 comparing the results in 2005. This can be seen from Picture 6 and Picture 7 where formation of student teachers pedagogical competences is presented in different years. The frequencies in percent are presented according to the highest evaluation given to student pedagogical competence.



Picture 6. Formation of student pedagogical competence at different stages of their teaching practice in 2005 (%)



Picture 7. Formation of student pedagogical competence at their different teaching practices in 2013 (%)

When asked about possible changes in the teaching practice to ensure successful preconditions for successful formation of student teachers' pedagogical competence in 2005, the students pointed out to an increase in the length of the teaching practice or introduction of several periods of the teaching practice within the study period. The respondents emphasized their insufficient practice and stated that to better form and develop their pedagogical competence, the practice has to be prolonged. In 2013 three teaching practices (teacher assistant's practice, pedagogical practice under mentor's guidance, independent pedagogical practice) were justified students' expectations for more. They have ability more cognize whole teaching process as well as to better learn themselves during the teaching practice and improve their pedagogical competence.

The students also stated in different research year that a teacher has to be strongly motivated in his/her pedagogical activity. Some student teachers think that pedagogical vocation is necessary in this kind of work. According to the respondents, a teacher has to assume responsibility for own work and results to be achieved and continuous development is important to achieve high pedagogical competence.

The teaching practice received a positive evaluation from the students, who perceived it as relevant instrument to form and develop their pedagogical competence. The anticipated pedagogical competence has to be perceived as a dynamic factor which is directly related with the current competence. During the teaching practice a more considerable attention has to be allocated to theoretical and practical compatibility to provide a future teacher with favorable conditions to develop own pedagogical competence.

Conclusions and generalizations

1. The analysis of formation of student pedagogical competence at different stages of their teaching practice revealed that after the teaching practice an improvement in the anticipated students' pedagogical competences was observed.
2. It's necessary to improve the managerial competences of future teachers; therefore, this has to be taken into concern during pedagogical studies. It is recommended to organize teacher training in a way to ensure that the applied methods served for the development of managerial competence.
3. Three teaching practices – teacher assistant's practice, pedagogical practice under mentor's guidance, independent pedagogical practice – proved. It opens up the possibility to develop and improve higher student teachers' pedagogical competence.
4. The correlation is observed among separate components of student teacher pedagogical competence as well as at separate phases of the teaching practice. It can be concluded that improvement of separate components of the pedagogical competence conditions a positive effect on the total pedagogical competence.

References

1. A Memorandum on Lifelong Learning. – Brussels : European Commission SEC, 2000. – <<http://europa.eu.int/comm/education/policies/life/memoen.pdf>>.
2. Common European Principles for Teacher Competences and Qualifications. – European Commission, 2010. – <http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf>.
3. Education & Training 2010. The Success of the Lisbon Strategy Hinges on Urgent Reforms, 2004. – <http://europa.eu.int/comm/education/policies/2010/doc/jir_council_final.pdf>.
4. Europe 2020: A strategy for smart, sustainable and inclusive growth. – <<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF>>.
5. European Trends in Anticipation of Teacher Training Needs, 2000. – <<http://snor.joensuu.fi/oph/ojepro11.pdf>>.
6. Fullan M. Pokyčių jėgos: Skverbimasis į ugdymo reformos gelmes. – Vilnius: Tyto alba, 1998. – 216 p.
7. Green Paper on Teacher Education in Europe. High Quality Teacher Education for High Quality Education and Training, 2000. – <<http://tntee.umu.se/publications/greenpaper.html>>, <<http://www.ibe.unesco.org/Regional/SEE/SEEdoc/Buchberger.pdf>>.
8. Grigas R. Tautos likimas. – Vilnius: Rosma, 1995, p. 28–39.
9. Hargreaves A. Keičiasi mokytojai, keičiasi laikai: mokytojų darbas ir kultūra postmodernistiniame amžiuje. – Vilnius: Tyto alba, 1999. – 360 p.
10. Key Competences for Lifelong Learning – A European Reference Framework. Implementation of “Education & Training 2010” Work Programme. Working Group B “Key Competences”, 2004. – <<http://europa.eu.int>>.
11. Kolb D. A. Experiential Learning: experience as the source of learning and development. – New Jersey: Prentice-Hall, 1984.
12. Ozmon H. A., Craver S. M. Filosofiniai ugdymo pagrindai. – Vilnius: Leidybos centras, 1996. – 467 p.
13. Pedagogų rengimo kokybė Lietuvos aukštosiose mokyklose ir jų įsidarbinimo galimybės, 2002.
14. Pedagogų rengimo reglamentas, 2012. – <http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=425048&p_query=&p_tr2=2>.
15. Valstybinė švietimo strategija 2013-2022. – <http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=438859>.
16. Towards a knowledge-based Europe. The European Union and the information society, 2002. – <<http://www.europa.eu.int/comm/publications/booklets/move/36/en.pdf>>.

17. White Paper on Education and Training. Teaching and Learning. Towards the Learning Society, 1995. – <http://europa.eu.int/en/comm/dg22/lbhp.html>.
18. Želvys R. Švietimo kaitos samprata // Švietimo reformos. Švietimo studijos, 4. – Vilnius, 1998, p. 11–20.

BŪSIMŲJŲ MOKYTOJŲ PEDAGOGINIO KOMPETENTINGUMO FORMAVIMASIS

Emilija Urnėžienė

S a n t r a u k a

Šiuolaikinės besikeičiančios visuomenės spartėjantys pasikeitimai meta iššūkį mokytojams, jų pedagoginiam kompetentingumui. Kadangi švietimo kokybė tiesiogiai priklauso nuo mokytojo pedagoginių kompetencijų, svarbu išryškinti būsimųjų mokytojų pedagoginio kompetentingumo formavimąsi. Būsimųjų mokytojų siekiamas pedagoginis kompetentingumas ugdomas ir tobulinamas ne tik pedagoginių studijų metu, bet ir atliekant pedagoginę praktiką. Vadinasi, pedagoginė praktika yra pagrindas plėtoti būsimųjų mokytojų pedagoginį kompetentingumą. Todėl svarbu išsiaiškinti, kaip formuojasi studentų pedagoginis kompetentingumas per pedagoginę praktiką? Tyrimo tikslas – ištirti būsimųjų mokytojų pedagoginio kompetentingumo formavimąsi pedagoginės praktikos metu. Taikyti šie tyrimo metodai: mokslinės literatūros analizė, asmens patirties tyrimas, statistinė tyrimo duomenų analizė. Remiantis mokymosi iš patirties modeliu, buvo nagrinėjamas būsimųjų mokytojų pedagoginis kompetentingumas per jų pačių patirtį. Respondentai, apmąstydami savo išgyvenimus, galėjo giliau suvokti savo pedagoginį kompetentingumą, jo formavimąsi pedagoginės praktikos metu. Tyrime dalyvavo 306 studentai – būsimieji pedagogai – Lietuvos edukologijos universiteto studentai. Būsimųjų mokytojų pedagoginio kompetentingumo skirtingais pedagoginės praktikos etapais analizė atskleidė aukštesnę pedagoginių kompetencijų raišką pedagoginės praktikos pabaigoje, lyginant su praktikos pradžia. Pedagoginių studijų metu vykdomos trys pedagoginės praktikos (pedagogo asistento praktika, pedagoginė praktika globojant mentoriui ir savarankiška pedagoginė praktika) atveria galimybę išsiugdyti ir tobulinti aukštesnį būsimųjų mokytojų pedagoginį kompetentingumą. Būsimieji mokytojai stokoja vadybinio kompetentingumo, todėl būtina į tai atsižvelgti pedagoginių studijų metu. Rekomenduotina pedagogų rengimą organizuoti taip, kad taikomi metodai laiduotų studentų vadybinio kompetentingumo ugdymą. Būsimųjų mokytojų pedagoginio kompetentingumo komponentai koreliuoja tarpusavyje ir skirtingais pedagoginės praktikos etapais, todėl galima teigti, kad tobulinant vieną komponentą, tobulėja visas pedagoginis kompetentingumas.